DOCUMENT RESUME

ED 339 915 CE 059 881

TITLE Flexible Colleges: Access to Learning and Qualifications in Further Education. Part 2. A Planning Handbook.
INSTITUTION Further Education Unit, London (England).
REPORT NO ISBN-1-85338-251-5
PUB DATE 91
NOTE 86p.; For a related document, see CE 059 880.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Access to Education; Ancillary School Services; College Admission; Distance Education; Educational Administration; *Educational Innovation; Educational Planning; Flexible Progression; Flexible Scheduling; Foreign Countries; Marketing; *Nontraditional Education; Nontraditional Students; Postsecondary Education; Relevance (Education); *Technical Institutes; Vocational Education
IDENTIFIERS *Learner Centered Instruction; *United Kingdom

ABSTRACT

This handbook is designed to help further education colleges in Great Britain plan for those changes that will make them more flexible and learner centered. Section 1 describes the process according to which content is organized. The Current Profile Checklist in Section 2 can be used to obtain a profile of the college's flexibility and learner centeredness. This is intended to give a snapshot of the college's present orientation. Section 3 consists of the Flexibility Audit and the Action Plan. They provide for an indepth consideration of existing programs to identify where change is required and allow the college to plan for the changes to take place and to make explicit the indicators with which to judge whether the desired effect has been obtained. Section 4 contains a blank Audit and Action Plan form; a Coordinating Developments form, which is designed to help colleges make those connections where action in one section is dependent upon action in another; a completed Coordinating Developments sheet; and an Operational Action Planning Sheet to allow the college to continue in more detail from the Audit and Action Plan sheets. A list of 51 related publications is provided. (YLB)

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Guidelines and qualifications in further education

CE 059 881

Part 2
A planning handbook

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Flexible Colleges

Access to learning and qualifications in further education

Part 2
A planning handbook

ISBN 1 85338 251 5

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CONTENTS

	Page
INTRODUCTION	1
SECTION 1. HOW TO USE THE HANDBOOK	5
SECTION 2. CURRENT PROFILE	11
SECTION 3. FLEXIBILITY AUDIT AND ACTION PLAN	25
SECTION 4. OPERATIONAL PLANNING PRO FORMAS	47
Audit and Action plan	48
Co-ordinating Development	50
blank Operational Action Plan	52
SECTION 5. RELEVANT FEU PUBLICATIONS	53

INTRODUCTION

The need to widen access to learning and accreditation has become a recognised national imperative. The establishment of the Single European Market and the unprecedented challenge from overseas competitors in world markets, has led to a demand for employees with higher level skills. The effects of new technology mean that an adaptable, flexible and problem-solving workforce is needed. In order to realise their potential, achieve personal fulfilment and thrive in today's world, individuals need continuing access to learning and training throughout their working lives.

However, the number of young people available to enter the labour market has fallen dramatically, with no significant increase foreseeable into the next century. The effects of this demographic downturn are exacerbated by the comparatively high proportion of young people who currently opt out of further education and training at 16, relative to the proportion in other developed, industrial nations.

Recent initiatives in education and training reflect the need to increase achievement by means of improved access to learning, training, retraining and qualifications. The aim of these initiatives is to stimulate providers to widen access and increase responsiveness to the needs of individuals and the economy, and to encourage individuals to seek out learning and the accreditation of their competence.

The shape of further education has tended to be determined by the forms of assessment and accreditation that are available. Hence, traditionally, FE provision has been firmly based on courses, beginning in September and ending in July, requiring attendance (full time, part time, day release) in college, to produce integrated assignments or prepare for exams. Every student was required to follow the same syllabus. It is therefore not surprising that until the advent of National Vocational Qualifications (NVQs), flexible learning made limited impact on the main body of FE provision. Flexible learning has tended to be characterised by separate off-site 'open-learning' centres with little or no relationship to mainstream provision and by 'drop-in' workshops (e.g. for learning support in communication or numeracy) as an adjunct to mainstream provision.

The advent of National Vocational Qualifications (NVQs), independent of courses, defined in terms of outcomes rather than inputs and independent of the characteristics of any particular client group or time constraints, is beginning to bring flexible learning centre stage for most FE colleges. If colleges are to deliver NVQs they will need to be able to provide flexible access to learning, assessment and accreditation.

This means reorganising provision in order to provide a range of new services, such as initial assessment, accreditation of prior learning/achievement (APL/A), action planning, individual learning programmes, 'top-up' facilities, roll-on roll-off, assessment on demand, records of achievement, credit accumulation, work-based learning and workplace assessment.

For some years, college staff have been concerned to develop modular curricula in order to increase the flexibility of the offer and the options open to students. Progress has been limited by the lack of unit-based assessment, the absence of opportunities for credit accumulation and credit transfer, and the incompatibility of syllabuses and assessment requirements of different awarding bodies, within related subject areas. The introduction of unit-based NVQs and General National Vocational Qualifications (GNVQs), is likely to assist in the process of increasing flexibility by modularising the curriculum.

School leavers presenting themselves for further education in future, are likely to have very different expectations from students of an earlier generation. They will have experienced the National Curriculum, and will arrive with a personal profile of attainment within a Record of Achievement. Hence a flexible approach to the 'delivery' of their further education will be needed, in order to take account of individual starting points, aspirations and action plans. Moreover, colleges will need to be able to respond to the individual Training Plans of young people with Training Credits, if they are to play their part in the education and training of school-leavers and are not to lose out on this significant source of income.

Current national developments in further education and training mean that colleges will need to be able to compete effectively in the 'training market'. They will, therefore, need to be responsive and flexible in meeting the requirements of the local population, labour market and TECs for education and training, and more accessible, as well as cost effective, in 'delivering' qualifications.

Flexible learning requires students to be active learners. There is an emphasis on the process of learning and the ability to learn, rather than on the acquisition of knowledge; an emphasis on problem-solving, on the ability to interpret situations and to take the initiative, rather than on following fixed procedures in unvarying circumstances; on the ability to obtain, relate, consider and apply information rather than learn facts. This active approach to learning is particularly appropriate in a world in which the capabilities and potential of information technology have led to a continuing explosion of information, which therefore needs to be accessed and intelligently used by individuals, rather than stored in the human memory.

TRANSITION TO FLEXIBLE, LEARNER-CENTRED COLLEGES

In order to implement the concept of life-long careership, by providing flexible access to learning and qualifications for anyone aged 16 or over, colleges will need to:

- develop an orientation and infrastructure to support the widening of access;
- provide an array of new services in order to establish and respond to the needs of the individual learner or client;
- take steps to remove barriers to access and achievement created by the shape of the college's own provision;

- minimise (e.g. by means of curriculum design) barriers to access and achievement created by factors beyond their control.

The development of a flexible, accessible and learner-centred college does not preclude the continuing enrolment of groups of students, with similar needs and interests, on courses. Nor is it assumed that group learning will cease. For many people membership of a group is a motivating, confidence-building and enjoyable experience and is an important factor in personal development, development of team-working skills, effective learning, the achievement of qualifications and successful career progression. However it must be acknowledged that the traditional orientation and organisation of many colleges serve to exclude or discourage many people from seeking access to learning and qualifications. Colleges therefore need to extend and re-orientate their range of provision in order to extend access to those sections of the population who may not currently feel that learning and qualifications are 'for them'.

It is likely that flexibility and accessibility for a wider client group will need to be achieved without substantial increase in funding. Colleges will therefore need to undertake planned and co-ordinated programmes of institutional, curriculum and staff development in order to review, augment and where necessary modify, existing structures, practices and systems which currently confine access to learning and qualifications to people who can attend linear courses, offered at fixed times, with fixed starting and assessment points.

The degree and direction of change and re-organisation that will be necessary for colleges, if a much greater proportion of the adult population is to have access to learning and qualifications, is indicated in the pages that follow. A simplified comparison between a college organised on the basis of conventional courses (the course-based college) and a college organised around the needs of individuals for flexible access to learning and assessment (the learner-centred college) is used to highlight the area for development, and is presented in the form of a checklist.

It is likely that neither the course-based college nor the learner-centred college exists as described, and that features of each can be discovered in most colleges. Nor is it intended to suggest that teaching and learning on courses cannot be learner centred. The purpose of the comparison is to delineate and highlight the area of transition between:

- a college that is organised around the needs of groups of students, enrolling on courses that generally begin in September and end in the summer term, with learning arranged in a fixed sequence, and assessment occurring at fixed points for the whole group;

and

- a college that provides initial guidance, counselling and assessment, to establish individual starting points, requirement, and goals, and flexible access (i.e. time, place, style/mode, programme) to learning and assessment.

THIS HANDBOOK can be used by colleges as a checklist to:

- assess the extent to which they currently operate as course-based or learner-centred colleges;
- plan and measure progress towards becoming learner-centred colleges;
- raise awareness of staff and governors concerning the range of factors that contribute to flexibility and accessibility;
- assist in the identification and prioritising of objectives when considering how to deploy development funds.

The resulting action plans could be used as a means of demonstrating the college's commitment to widening access, e.g. to the local community (in the form of a charter) or to the local Training and Enterprise Council (TEC).

THIS HANDBOOK is intended for use by:

- college management teams
- heads of departments, faculties, units
- unit, section or team leaders
- cross college co-ordinators
- course teams

and others

SECTION 1

HOW TO USE THIS HANDBOOK

The purpose of this handbook is to help colleges plan for those changes which will make them more flexible and learner centred. The handbook allows for a number of different approaches to suit the needs of individual establishments, but essentially the process is to:

- identify present progress towards flexibility as defined in the introduction:
  Current Profile - a quick and impressionistic snapshot
  Flexibility Audit - an in-depth review
- identify where change is required:
  Current Profile
  Flexibility Audit
- plan for the changes to take place:
  Flexibility Audit
  Action Plan
- make explicit the indicators to be used to judge whether or not the desired effect has been obtained:
  Performance Indicators (in Flexibility Audit)
- co-ordinate those changes which are interdependent:
  Co-ordinating Developments
  Operational Planning Pro Forma

CURRENT PROFILE

A profile of the college's flexibility and learner centredness can be obtained by using the **Current Profile Checklist**. Ticks placed on either side of the central columns can be used to identify which characteristics currently apply to your college. This is intended to be a quick and impressionistic approach which will give a snapshot of the college's present orientation. A profile could be completed by:

- one or more senior managers for the whole college
- department/faculty managers
- team/section/unit leaders
- course teams or service-based teams, e.g. student services, admissions

If the overall profile indicates a predominantly course-based approach (i.e. more ticks in the left-hand column) then it is recommended that the next step should be to use the **Audit and Planning sheets** in order to obtain an evidence-based profile. This will also provide clear guidelines for action, based on the suggested performance indicators.

If the overall profile indicates that the college has already achieved a fair degree of flexibility, accessibility and a learner-centred orientation, then the profile alone, may provide enough information on which to base an action plan using the blank pro formas. The **Audit and Action Planning sheets** could be used to provide a stimulus for identifying appropriate performance indicators.

FLEXIBILITY AUDIT

A complete audit of the organisation's flexibility requires careful planning. Unlike the profile it is based upon an in-depth consideration of existing provision and therefore needs to be undertaken by each section or team within the college. Each sub-section would complete a set of audit sheets on the basis of their direct access to the relevant evidence.

Because the resultant action plan is likely to contain recommendations which go beyond individual sections in the college, it will be important to co-ordinate developments on a cross-college basis. It is, however, possible to use the audit process within the individual sections of the college, bearing this factor in mind.

For a major audit, it will be necessary to:

- establish the objectives and scope of the audit (e.g. to produce an action plan for the whole college; to produce an action plan for one area of college provision only);
- establish an audit co-ordinating team - preferably multidisciplinary with some external members;
- establish mechanisms for completion of the forms;
- issue information about the audit exercise to those who need to know;
- authorise necessary resources;
- draw up findings and action plan(s);
- consider the format or forum in which the outcomes will be publicly announced;
- announce results and put action plan into operation.

A completed example of an Audit and Action Plan Sheet is included.

Other benefits of the process of profiling or auditing

The processes themselves provide valuable staff development by:

- raising awareness of the potential benefits of increased flexibility and increased learner centredness;

- helping staff appreciate the many factors that contribute to flexibility and access, and how present processes, procedures and attitudes may be blocking progress;
- reassuring staff that progress along the continuum 'course-based to learner-centred' - does not mean a total cessation of all group-based teaching and learning but rather a range of learning and teaching styles.

ACTION PLANNING

The Audit and Action Plan sheets can be used to:

- move from a known start point obtained from the profile or from the audit;
- prioritise actions by deciding upon a target date for each;
- decide upon the performance indicators to be used - use those provided and/or add your own (a blank Audit and Action Plan sheet is included in the Operational Planning Pro Formas for photocopying);
- identify the person responsible.

OPERATIONAL PLANNING PRO FORMAS

- **Co-ordinating developments** This form is designed to help you make those connections where action in one section is dependent upon action in another. An example of a completed Co-ordinating Developments sheet is also included.

- The **Operational Action Planning Sheet** allows you to continue in more detail from the Audit and Action Plan sheets.

- The blank **Audit and Action Plan** form for photocopying.

RELEVANT FEU PUBLICATIONS

This reference section lists relevant FEU publications and projects.

FLEXIBLE COLLEGES *Access to learning and qualifications in further education Part 1: Priorities for action* documents the issues currently faced by colleges when attempting to widen access to learning and accreditation, and identifies key factors that have assisted progress, and strategies that appear to be effective. These issues and key factors were identified through visits to 30 colleges and LEAs in Spring 1991. Cameo illustrations are provided, based on case-study material gathered from those LEAs and colleges. A summary of significant 'inhibitors to progress' and recommendations for action at local and national levels, is also provided.

Note on the text

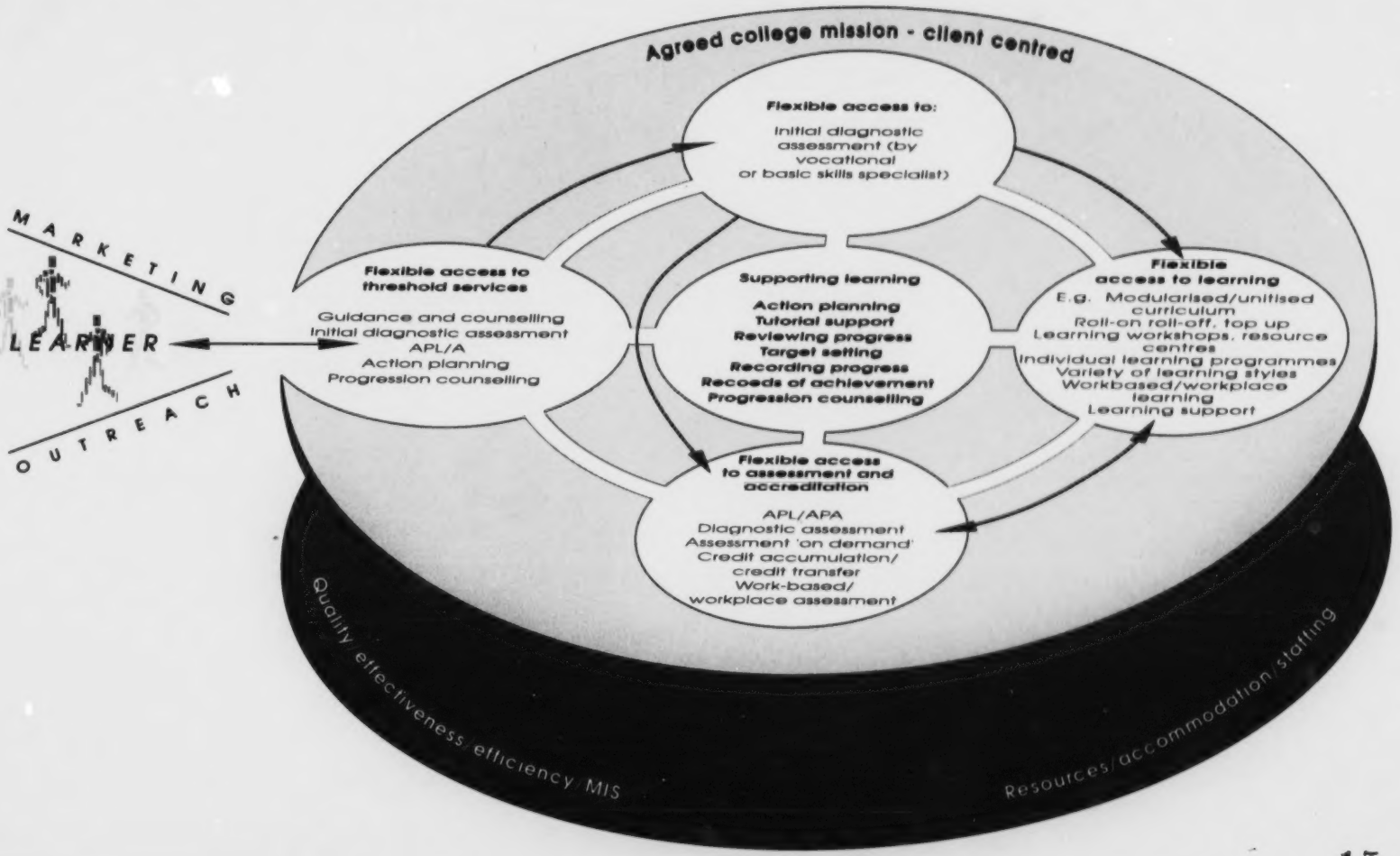
The abbreviation APL/A is used throughout the handbook to indicate the assessment and accreditation of prior learning and/or achievement, in recognition of the current variations in usage. Terminology is evolving in line with increasing experience and growing clarity concerning the process itself. It may be that quite a different acronym (e.g. AEC - Accreditation of Existing Competence) will eventually emerge as a more accurate description of the process.

THE FLEXIBLE COLLEGE

The diagram, THE FLEXIBLE COLLEGE, which follows, depicts the array of services that colleges will need to offer if they are going to provide more people with access to learning and qualifications. The various services provided by a college which is organised around the needs of individuals will need to be supported by an infrastructure that will encourage, rather than constrain, flexibility and the widening of access.

The development and availability of such services will need to be co-ordinated, so that an individual or group of employees undertaking APL/A, for example, will be able to obtain prompt access to appropriate programmes of 'top-up' training in order to achieve the qualifications they are aiming for. The development of guidance and assessment services will therefore need to be planned and synchronised with the development of flexible access to learning, which in turn will entail changes in accommodation, staffing and administrative systems.

THE FLEXIBLE COLLEGE



SECTION 2

CURRENT PROFILE

MARKETING AND OUTREACH

Colleges will need to develop a pro-active marketing and outreach capability in order to:

- obtain and respond to local labour market intelligence;
- compete effectively within the adult training market;
- respond to individual Training plans.

The course-based college	✓	✓	The learner-centred college
Recruitment of traditional clientele by means of established relationships with local/regional employers, local schools, and the careers service, e.g. 16-19s on full-time courses, part-time day/block release.			Pro-active marketing capability by means of contact with, for example: ● schools ● employers (e.g. in-company APL/A) ● adult guidance services Access to local labour market intelligence provided by, for example: ● local Economic Development Units; ● TECs ● college governors College commitment to providing access to learning and accreditation for all sections of the community. Ability to identify sections of the community not currently seeking access to learning and qualifications, or currently under-represented. Ability to respond to Action Plans drawn up by managing agents, the careers service, etc. e.g. ET, YT, Training Credits
Block recruitment to a pre-determined menu of courses.			Ability to respond to demands for top-up training, stimulated by APL/A. Ability to tender effectively for contracts awarded by TECs and other commissioners of training. Recruitment by means of collaboration with adult guidance and information services. Use of High Street 'information shops', mobile information centres, etc., to provide 'career' guidance for adults and access to information on training and learning opportunities.

NB. Neither the course-based college nor the learner-centred college exists as described but features of each can be found in most colleges.

THRESHOLD SERVICES

Colleges will need to provide a range of services to enable adults to cross the threshold to learning and accreditation.
Colleges will need to provide flexible access to:

- guidance and counselling
- initial diagnostic assessment
- APL/A
- action planning
- progression counselling

The course-based college	✓	✓	The learner-centred college
Block recruitment and enrolment, in September, of groups of students on courses.			Continuous access to guidance and enrolment, throughout the year, on a drop-in basis or by appointment.
Advice confined to the availability of provision within the college or department only.			Access to comprehensive information concerning the location and availability of appropriate learning, training and assessment opportunities, in and beyond the college. Access to databases providing comprehensive information about the availability and requirements of qualifications.
Recruitment/selection of appropriate students for the courses that are offered by the college or department.			Assistance in defining and clarifying individual aspirations, purposes, and appropriate qualifications to aim for. Assistance in identifying existing skills and competences, and matching these to the requirements of relevant qualifications and job opportunities. Initial diagnostic assessment in order to establish individual aptitudes, strengths, weaknesses, training and learning needs. Access to 'expert systems' for self help, e.g. in diagnostic assessment. Assistance in defining targets for learning and assessment and in drawing up an individual action plan.
Enrolment by specialist staff in departments, for departmental provision			Referral to vocational or subject specialists for vocationally/subject specific diagnostic assessment, action planning or assessment.
			APL/A service available: ● identification of existing competence and

NB. Neither the course-based college nor the learner-centred college exists as described but features of each can be found in most colleges.

The course-based college	✓	✓	The learner-centred college
			previous experience in relation to the requirements of qualifications ● identification of appropriate evidence ● assistance with portfolio preparation ● assessment of existing competence ● arrangements for 'top-up' training/further learning.
			Threshold services provided in a congenial and accessible adult environment.
			The establishment of threshold services co-ordinated with the development and availability of related services in the college, e.g. roll-on roll-off access to the curriculum; workshop learning; assessment on demand.
			Threshold services resourced as an important element of college provision, but without the expectation that an individual making use of threshold services, will necessarily 'enroll' in other provision at the college. Threshold services costed and priced. Threshold services perhaps part-funded and/or staffed by other agencies, e.g. TEC, Careers Service, training access points (TAPs). Management information systems (MIS) and administration systems in place to support continuous enrolment. Appropriate performance indicators developed for threshold services.

FLEXIBLE ACCESS TO LEARNING

Colleges will need to provide flexible access to learning to meet individual starting points, requirements and purposes.

For example:

- modularised/unitised curriculum
- roll-on, roll-off
- top-up
- learning workshops, resource centres
- individual learning programmes
- learning and resource-based workshops
- variety of learning styles/ opportunities
- assignments, study guides
- access to specialist staff
- work-based/workplace learning
- learning support

The course-based college	✓	✓	The learner-centred college
Learning by means of attendance on a course.			A portfolio of alternative modes of access to learning and accreditation available. 'Mixed-mode' provision available whereby learners will have access to styles of learning to suit the preferences of the learner and the characteristics of the task. Mixed-mode provision will include: ● learning in a group ● taught classes and lectures ● learning and resource-based workshops ● distance learning ● work-based/place learning ● simulation Availability of multiple pathways (via modules/units and modes of study) to achieve a variety of qualifications.
Enrolment dependent on: ● ability to meet entry requirements ● availability of a place ● viable numbers to run the course			
The shape of the course determined by the requirements for assessment.			Individual learning programmes built around the needs and aspirations of the individual learner.
Assessment and accreditation only available as part of a course.			Curriculum modularised/unitised, and based on competences, learning outcomes or learning objectives. Unit credits and credit accumulation available.

NB. Neither the course-based college nor the learner-centred college exists as described but features of each can be found in most colleges.

The course-based college	✓	✓	The learner-centred college
Courses generally begin in September and end in the early summer.			Roll-on, roll-off access to modules/units available, supported by induction, target setting, review, and recording of progress and achievements.
Syllabus is taught by a teacher in a fixed sequence. All students follow the same programme at the same time.			Modularised/unitised curriculum, learning workshops and the availability of appropriate assignments, enable individuals to undertake learning and assessment at their own pace, in college or elsewhere, to meet their own needs and purposes. Teachers skilled as 'learning' managers able to assess individual needs, agree individual targets, provide appropriate learning opportunities, monitor and review progress; assess achievement. Emphasis on active learning rather than teaching.
Groups are taught in classrooms. Learning workshops are available for practical subjects or 'remedial' support only.			Access to 'mainstream' curriculum by means of attendance at learning workshops. Learning workshops equipped with good quality learning materials and resources enable individuals to attend at times to suit their own convenience, to undertake assignments at their own pace, and to meet their own learning needs and goals. Learning and resource-based workshops are adequately supported and serviced by learning resources managers and by learning support staff (clerical/technical).
Some provision of learning support (e.g. ESOL, numeracy) to enable learners to make maximum progress. Access to learning and achievement is impeded by barriers, e.g. ● inflexible attendance times ● entry qualifications based on formal academic qualifications only			Learning support (e.g. ESOL, numeracy) is available to enable learners to make maximum progress. Barriers that impede achievement and access to learning are identified and addressed, e.g. ● inflexible attendance times; ● entry qualifications based on formal academic achievements only; ● failure to provide language or numeracy support; ● physical barriers, e.g to wheelchair access; ● need for childcare facilities.

The course-based college	✓	✓	The learner-centred college
Learning is expected to take place in classrooms on college premises.			Opportunities for work-based and workplace learning are well developed, e.g. provision of realistic (simulated) work situations in college; development of assignments that can be undertaken in the workplace; collaboration between college staff and workplace supervisors.
MIS, administration and resourcing systems based on the concept of enrolment of groups of students on courses with fixed yearly attendance and assessment patterns. Performance indicators are based on the concept of enrolment of groups of students on to courses with fixed entry, assessment and exit points.			MIS, administration and resourcing systems developed to support a variety of models of learning, and flexible access to assessment. Performance indicators recognise a variety of modes of learning and utilisation of college resources.

FLEXIBLE ACCESS TO ASSESSMENT AND ACCREDITATION

Colleges will need to provide flexible access to assessment.

Flexible access to:

- APL/A
- diagnostic assessment
- credit accumulation/credit transfer
- assessment 'on demand'
- work-based/workplace assessment

The course-based college	✓	✓	The learner-centred college
Access to assessment and accreditation by means of selection and enrolment on to a course of study. Selection on to a course leading to accreditation, based on the ability to meet entry criteria proved by means of previous qualifications or an entry test.			Initial diagnostic assessment available in order to establish individual aptitudes, strengths, weakness and training/learning needs. Diagnostic assessment of individuals, by skilled specialist staff available. APL/A services available: ● assistance in identifying qualifications relevant to previous experience and future goals; ● assistance in identifying previous experience and existing competence relevant to assessment requirements; ● assistance in preparing for assessment; ● assessment by qualified vocational specialist in the college or at the workplace. APL/A service costed and priced.
Assessment and accreditation generally only available as a result of enrolling on a course of study. Assessment may be integral to the course, or available only at fixed times (e.g. once or twice a year, at the end of the course). Accreditation may include requirements for specified hours of study.			Assessment 'on demand' available when an individual is 'ready'. Registration is for assessment of *existing* competence (e.g. elements, units, or a whole qualification).
Assessment predominantly by means of written tests of knowledge and practical tests of skills. Written tests of knowledge based on 'unseen questions' require all candidates to be assessed simultaneously.			Assessment of outcomes, regardless of how competence acquired. Assessment of competent performance underpinned by knowledge and understanding.

NB. Neither the course-based college nor the learner-centred college exists as described but features of each can be found in most colleges.

The course-based college	✓	✓	The learner-centred college
Accreditation available for whole qualification only (i.e. unit credits not available).			Availability of unit credits, credit transfer, credit accumulation.
Assessment required to take place at a registered 'centre', e.g. candidates take written exam on college premises under controlled conditions. Papers assessed by the Awarding Body. ● College staff 'licensed' to undertake assessment, as employees of an 'Approved Centre'. Awarding Body monitors the quality of learning and assessment opportunities provided, and moderates and validates the results.			Assessment can take place in any setting where competent performance can be appropriately demonstrated. Opportunities available for assessment in realistic work environments, to meet NCVQ criteria. Evidence of prior achievement can be assessed by means of portfolio. College staff, and workplace supervisors accredited as assessors and internal verifiers to meet the requirements of Awarding bodies, and as a means of guaranteeing quality assurance.

SUPPORTING LEARNING

Colleges will need to provide mechanisms for supporting learners on individual learning programmes:

e.g.

- action planning
- tutorial support
- review of progress
- target setting
- recording progress
- records of achievement
- progression counselling

The course-based college	✓	✓	The learner-centred college
Support mechanisms are provided on a group basis, e.g. ● tutor group sessions ● induction Tutorial support and tutorial time are provided for full-time students only. Individual action planning and target setting are unnecessary because enrolment on to a course (with syllabus and end testing) determines the learning that needs to be undertaken by every student.			Guidance, counselling and tutorial support are central to the whole learning and assessment experience, providing definition, direction, coherence and cohesion to individual learning programmes. Individual learning programmes are held together by a recurring cycle of target setting, review of progress, recording progress and achievement, renewed target setting. Individual learning needs, purposes and starting points established by means of guidance, counselling and initial assessment. Individual learning programmes determined by means of diagnostic assessment and action planning.
Tutorial support (e.g. personal and social development, 'problems', welfare) is seen as separate from learning, although it may include review of progress.			Guidance, counselling, action planning and tutorial support integral to the whole learning and assessment experience for all learners, and supported by the development of a life-long Record of Achievement.
'Careers' advice is provided by specialist staff, separate from the learning process and for the purpose of progression only.			Learner support services include 'threshold services' and progression counselling and underpin the learning and assessment cycle.
Teachers are accustomed to work with students as members of groups.			Vocational/subject specialists are skilled in one-to-one tutorial work with adults and able to undertake individual diagnostic assessment, target setting, reviewing and recording progress as basic 'tools of their trade'.

NB. Neither the course-based college nor the learner-centred college exists as described but features of each can be found in most colleges.

The course-based college	✓	✓	The learner-centred college
Learners have access to a range of support services provided by the college and LEA, e.g. college counsellor, student adviser, careers guidance.			Learners have easy access to a range of specialist guidance services (e.g. adult guidance officers, information officers, advisers, counsellors) provided by a variety of agencies, and supported by appropriate technology.
Student records, MIS and administration systems are organised on the basis of enrolment and attendance by groups of students on courses, generally lasting a year.			Computerised recording systems and MIS (e.g. the use of bar codes and smart cards) are in use to administer, track and support individual learning programmes, held together by recurring guidance cycles (reviewing and recording progress, target setting).

INFRASTRUCTURE

Colleges will need to develop an orientation and infrastructure that support the widening of access to learning, assessment and qualifications.

Widening access will require decisions affecting:

- policy
- strategy
- resourcing
- staffing
- accommodation
- quality
- efficiency

The course-based college	✓	✓	The learner-centred college
The college is organised to recruit and meet the needs of traditional/existing client groups, e.g. 16-19, part-time, day and block release.			College commitment to widening access to learning and qualifications post 19, and to increasing participation and attainment 16-19, is expressed in a mission statement and backed up by strategy.
Schemes of delegation and internal systems for resource deployment are based on historical models and conventional forms of provision. Funding formulae based on FTEs, use weightings that discourage alternative modes of delivery. Lack of knowledge about units costs leads to an inability to set prices, and identify resources necessary to provide new services. Deployment of resources to courses is based on historical precedent			Approaches to funding and deployment of resources that encourage flexible access to learning and accreditation are established, e.g. ● funding formulae under schemes of delegation that encourage colleges to provide flexible access; ● costing and pricing of all aspects of provision; ● identification of resources to provide new services, e.g. capital start-up costs of developing materials offset by sales to other colleges; ● new models for the internal deployment of resources, e.g. on the basis of units of achievement 'delivered'.
Clear demarcation between teaching and non-teaching staff, affecting roles, responsibilities, pay and conditions. Teaching staff deployed on the basis of timetabled class contact hours, during the academic year only.			Deployment of staff in new ways in order to provide the new services effectively and efficiently. Flexible staff providing flexible access throughout the year.
Appropriate accommodation for groups of students and conventional modes of learning, teaching, and assessment, e.g. ● classrooms ● large examinations hall			Building works necessary in order to provide appropriate accommodation for new services and modes of delivery, e.g. ● one-to-one interview rooms ● learning workshops ● threshold services

NB. Neither the course-based college nor the learner-centred college exists as described but features of each can be found in most colleges.

The course-based college	✓	✓	The learner-centred college
Performance indicators designed to measure the quality and efficiency of a teaching and learning model based on courses (Sept.-July) and conventional attendance/delivery modes, e.g. ● staff/student ratios (SSRs) ● course retentions/completions			Development of appropriate performance indicators to measure, maintain and improve access to learning and achievement in colleges. Development of appropriate indicators to evaluate the effectiveness and efficiency of the new range of learner-centred services. Learners with an active role in evaluating the quality of the services provided.
MIS and administration systems designed to support enrolment on year-long courses (Sept.-July) and conventional modes of attendance and delivery.			Establishment of appropriate MIS and administration systems that will support and facilitate the management of flexible access to learning and qualifications, and at the same time provide a helpful service to learners, e.g. ● computer printouts of credits achieved ● smart cards

SECTION 3

FLEXIBILITY AUDIT AND ACTION PLAN

MARKETING AND OUTREACH The college will need to develop pro-active marketing and outreach capability in order to: ● obtain and respond to local labour market intelligence ● compete effectively within the adult training market ● respond to individual training plans	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
1. Is the college committed to providing access to learning and accreditation for all sections of the community?	Mission statement Development plans/Strategic plan Monitoring, e.g. ability to identify sectors of the community **not** currently seeking access to learning and qualifications or who are under-represented, by comparing student profile with community profile.				
2. Does the college employ pro-active marketing strategies?	Marketing plan covers all sections of community, e.g. schools employers (including in-company APL/A) Adults through readily available information perhaps in high street shops, mobile centres, etc. **AND** by providing a guidance service.				

MARKETING AND OUTREACH The college will need to develop pro-active marketing and outreach capability in order to: ● obtain and respond to local labour market intelligence ● compete effectively within the adult training market ● respond to individual training plans	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
3. Are all possible market intelligence sources used to inform planning?	Data analysis of: ● employment needs ● employment levels ● skill shortages ● demographic trends Data from: ● local/regional economic development units ● advisory bodies ● TECs ● technical/legal/social developments				
Are the procedures whereby marketing data informs curriculum development adequate?	Mechanisms in place to enable curriculum developers to gain easy access to market intelligence. e.g. regular reports database				

MARKETING AND OUTREACH The college will need to develop pro-active marketing and outreach capability in order to: ● obtain and respond to local labour market intelligence ● compete effectively within the adult training market ● respond to individual training plans	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
5. Is the college able to respond to action plans from any source?	Monitoring data on the college response to requests, e.g. YT,ET, training credits ability to respond to demands for top-up training APL/A				

THRESHOLD SERVICES The college will need to provide a range of services to enable adults to cross the threshold to learning and accreditation: ● guidance and counselling ● action planning ● initial diagnostic assessment ● progression counselling ● APL/A	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
Can adults readily obtain guidance and information throughout the year?	Monitoring of requests for assistance, e.g. all incoming calls requesting initial information routed through one central point, logged and followed up. Services available: database providing comprehensive information about the availability and requirements of qualifications. database providing comprehensive information concerning the location and availability of appropriate training and assessment opportunities in and beyond the college. assistance in defining and clarifying individual aspirations, purposes and appropriate qualifications to aim for.				

THRESHOLD SERVICES The college will need to provide a range of services to enable adults to cross the threshold to learning and accreditation: ● guidance and counselling ● action planning ● initial diagnostic assessment ● progression counselling ● APL/A	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
2. Can adults obtain initial diagnostic assessment?	IDA available in congenial and accessible surroundings staffed by trained personnel who can provide general or vocationally specific diagnostic services. Self-help diagnostic packages available.				
3. ...and an individual action plan?	Staff available will give assistance in defining targets for learning and assistance, and in drawing up an action plan.				
4. Can prior learning/ achievement be assessed and accredited?	Full APL/A service available.				
5. Are threshold services co-ordinated with related services in the college?	Availability of access to the curriculum, e.g. Roll-on roll-off workshop learning assessment on demand				

THRESHOLD SERVICES The college will need to provide a range of services to enable adults to cross the threshold to learning and accreditation: ● guidance and counselling ● action planning ● initial diagnostic assessment ● progression counselling ● APL/A	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
6. Are threshold services a free-standing aspect of college provision?	Threshold services costed and priced. Threshold services are working to appropriate performance indicators (i.e. not enrolments).				
7. Are threshold services an important element of college provision?	Sympathetically situated, well resourced and with adequate administrative and MIS support.				
8. Have methods of funding threshold services been explored?	Part funding/staffing by other agencies (e.g. TEC, careers service, TAPs).				

FLEXIBLE ACCESS TO LEARNING

The college will need to provide flexible access to learning to meet individual starting points, requirements and purposes.

Modularised/unitised curriculum; roll-on roll-off; top-up; learning workshops and resource centres; individual learning programmes; learning- and resource-based workshops; a variety of learning styles/opportunities; assignments; study guides; access to specialist staff; work-based/workplace learning; learning support.

Whole college	Department/ faculty	Unit	Course team	Other
Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
1. Have barriers that impede achievement and access to learning been identified and addressed?	• flexible attendance times • entry qualifications not based on formal academic achievements alone • provision of language and numeracy support • physical barriers removed, e.g. to wheelchair access • child care facilities offered				
2. Does the college offer access to individual learning programmes which are built around the needs and aspirations of the individual learner?	Curriculum is modularised/unitised and based on competences, learning outcomes or learning objectives. Unit credits and credit accumulation are available. Roll-on roll-off access to modules units supported by induction, target setting, review, and recording of progress and achievements.				

FLEXIBLE ACCESS TO LEARNING

The college will need to provide flexible access to learning to meet individual starting points, requirements and purposes.

Modularised/unitised curriculum; roll-on roll-off; top-up; learning workshops and resource centres; individual learning programmes; learning- and resource-based workshops; a variety of learning styles/opportunities; assignments; study guides; access to specialist staff; work-based/workplace learning; learning support.

Whole college	Department/ faculty	Unit	Course team	Other
Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
	Modularised/unitised curriculum, learning workshops and the availability of the appropriate assignments, enable individuals to undertake learning and assessment at their own pace in college or elsewhere, to meet their own needs and purposes.				
3. Are teachers skilled as 'learning managers'?	Teachers are able to assess individual needs, agree individual targets, provide appropriate learning opportunities, monitor and review progress and assess achievements. Emphasis is on active learning rather than teaching.				

FLEXIBLE ACCESS TO LEARNING The college will need to provide flexible access to learning to meet individual starting points, requirements and purposes. Modularised/unitised curriculum; roll-on roll-off; top-up; learning workshops and resource centres; individual learning programmes; learning- and resource-based workshops; a variety of learning styles/opportunities; assignments; study guides; access to specialist staff; work-based/workplace learning; learning support.	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
4. Does the college offer a portfolio of alternative modes of access to learning and accreditation?	'Mixed mode' provision is available whereby learners have access to styles of learning to suit their preferences and the characteristics of the task, e.g. learning in a group taught classes and lectures learning- and resource-based workshops distance learning work-based/workplace learning simulation				
Does the college provide flexibility within programme areas, across course boundaries?	Multiple pathways are available, e.g. two qualifications share common modules				

FLEXIBLE ACCESS TO LEARNING

The college will need to provide flexible access to learning to meet individual starting points, requirements and purposes.

Modularised/unitised curriculum; roll-on roll-off; top-up; learning workshops and resource centres; individual learning programmes; learning- and resource-based workshops; a variety of learning styles/opportunities; assignments; study guides; access to specialist staff; work-based/workplace learning; learning support.

Whole college	Department/ faculty	Unit	Course team	Other
Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
5. Do learning workshops and learning materials genuinely increase flexibility of access?	Workshops open long hours and throughout the year. Learning materials available to students for completion outside the college, e.g. work-based learning Mechanisms in place for monitoring demand, usage and customer satisfaction.				
6. Are learning and resource-based workshops an important part of mainstream college provision?	Learning- and resource-based workshops contribute significantly to mainstream provision. Learning- and resource-based workshops are: ● equipped with good quality learning materials and resources; ● adequately supported and serviced by learning managers and by learning support staff (clerical/ technical learning resources).				

FLEXIBLE ACCESS TO LEARNING The college will need to provide flexible access to learning to meet individual starting points, requirements and purposes. Modularised/unitised curriculum; roll-on roll-off; top-up; learning workshops and resource centres; individual learning programmes; learning- and resource-based workshops; a variety of learning styles/opportunities; assignments; study guides; access to specialist staff; work-based/workplace learning; learning support.	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
7. Is work-based and workplace learning well developed?	All vocational curriculum areas provide: ● realistic (simulated) work situations in college; ● assignments which can be undertaken in the workplace. Collaboration between staff and workplace supervisors.				
8. Do college administrative procedures encourage flexibility?	MIS and resourcing systems are developed to support a variety of modes of learning. Performance indicators recognise a variety of modes of learning and pattern of utilisation of college resources. Administrative procedures support flexible access.				

FLEXIBLE ACCESS TO ASSESSMENT AND ACCREDITATION The college will need to provide flexible access to: ● APL/A ● diagnostic assessment ● assessment 'on demand' ● credit accumulation/credit transfer ● work-based/workplace assessment	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
1. Can individuals readily obtain initial diagnostic assessment throughout the year?	Diagnostic assessment of individuals by skilled specialist staff available: ● on demand ● by appointment within a specified time period				
2. Can individuals readily gain access to qualifications by the most efficient, effective route?	Assistance in identifying qualifications relevant to previous experience and future goals Assistance in identifying previous experience and existing competence relevant to assessment requirements. Assistance in preparing for assessment. Assessment by qualified vocational specialist in the college or at the workplace.				

FLEXIBLE ACCESS TO ASSESSMENT AND ACCREDITATION The college will need to provide flexible access to: ● APL/A ● diagnostic assessment ● assessment 'on demand' ● credit accumulation/credit transfer ● work-based/workplace assessment	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
Is the college able to meet the requirements of EVBs to deliver NVQs?	Assessment of existing competence by a variety of means, including portfolio. Assessment of outcomes, regardless of how competence acquired. Assessment available 'on demand' when an individual is 'ready'. Assessment can take place in any setting where competent performance can be demonstrated. e.g. a realistic work environment to meet NCVQ criteria. Availability of unit credits, credit transfer, credit accumulation. College staff and workplace supervisors are accredited as assessors and internal verifiers to meet the requirements of awarding bodies.				

FLEXIBLE ACCESS TO ASSESSMENT AND ACCREDITATION The college will need to provide flexible access to: ● APL/A ● diagnostic assessment ● assessment 'on demand' ● credit accumulation/credit transfer ● work-based/workplace assessment	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
3. Does the college have an administrative strategy for dealing with assessment and accreditation on demand?	Initial diagnostic and APL/A and assessment services are costed and priced. Individuals can register for assessment of existing competence (e.g. elements, units or a whole qualification). Pricing policy available, with agreed pricing of assessment services.				

SUPPORTING LEARNING The college will need to provide mechanisms for supporting learners on individual learning programmes: ● action planning ● recording of progress ● tutorial support ● records of achievement ● review of progress ● progression counselling ● target setting	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
1. Is individual learning underpinned by initial guidance and counselling, and an ongoing cycle of learning support?	Individuals receive regular support from a skilled member of staff in: ● target setting ● reviewing progress ● recording progress and achievement ● renewed target setting Guidance and counselling services are central to the whole learning and assessment process and they: ● are easily accessible ● establish individual needs, purposes and starting points ● enable the individual to agree an action plan ● can provide specialist services ● provide progression counselling				

SUPPORTING LEARNING

The college will need to provide mechanisms for supporting learners on individual learning programmes:

- action planning
- tutorial support
- review of progress
- target setting
- recording of progress
- records of achievement
- progression counselling

Whole college	Department/ faculty	Unit	Course team	Other
Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
2. Are all staff skilled in the use of records of achievement?	Records of achievement are: ● prepared for all ● negotiated ● used as starting points ● designed to emphasise their life-long value				
3. Is the management of individual learning effective?	Learners' progress is tracked and monitored effectively, e.g. by using computerised recording systems (such as bar codes or smart cards) as part of an MIS system. Low drop-out rate. Feedback from learners is available.				

SUPPORTING LEARNING

The college will need to provide mechanisms for supporting learners on individual learning programmes:

- action planning
- tutorial support
- review of progress
- target setting
- recording of progress
- records of achievement
- progression counselling

Whole college	Department/ faculty	Unit	Course team	Other
Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
4. Do learners have ready access to a range of specialist guidance services?	Learners have easy access to a range of specialist guidance services, provided by a range of agencies and supported by appropriate technology.				

INFRASTRUCTURE The college will need to develop an orientation and infrastructure that supports the widening of access to learning, assessment and qualifications. ● Agreed college mission ● Staffing ● Resourcing ● Performance indicators ● Accommodation ● MIS/Administrative systems	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
1. Is the college committed to widening access to learning and qualifications post-19, and to increasing participation and attainment 16-19?	Clearly expressed in college mission statement and backed up by strategy, e.g. curriculum development plans; staff development plans; institutional development plans.				
2. Are there approaches to funding and resourcing that encourage flexible access to learning and accreditation?	Funding formulas which encourage flexible access (i.e. not based on enrolments on courses) are in operation. All aspects of provision are costed and priced. Resources are identified for the provision of new services, e.g. capital start-up costs of developing materials offset by sales to other colleges.				

INFRASTRUCTURE The college will need to develop an orientation and infrastructure that supports the widening of access to learning, assessment and qualifications. ● Agreed college mission ● Staffing ● Resourcing ● Performance indicators ● Accommodation ● MIS/Administrative systems	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
3. Are human resources deployed appropriately in order to provide flexibility?	Conditions of service negotiated to give flexibility, e.g. hybrid posts for learning management and support staff; 'caseloads' instead of timetables; flexible working year arrangement.				
4. Is appropriate accommodation available for the new services and flexible modes of delivery?	Adaptations to buildings/new buildings to provide, e.g. one-to-one interview rooms; learning workshops; threshold services.				

INFRASTRUCTURE The college will need to develop an orientation and infrastructure that supports the widening of access to learning, assessment and qualifications. ● Agreed college mission ● Staffing ● Resourcing ● Performance indicators ● Accommodation ● MIS/Administrative systems	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
5. Are performance indicators used which are appropriate as measures of quality and efficiency in a flexible, accessible college?	Performance indicators are designed to measure, maintain, improve and encourage access to learning achievements in the college. Suitable indicators have been devised in order to evaluate the effectiveness and efficiency of the new range of learner services. Learners have an active role in evaluating the quality of the services provided.				

INFRASTRUCTURE The college will need to develop an orientation and infrastructure that supports the widening of access to learning, assessment and qualifications. ● Agreed college mission ● Staffing ● Resourcing ● Performance indicators ● Accommodation ● MIS/Administrative systems	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
6. Do MIS and administration systems support and facilitate the management of flexible access to learning and qualifications?	Administrative systems facilitate the management of flexible access to learning and qualifications, e.g. use of computer-based systems for recording: ● registration; ● usage of facilities; ● flexible attendance/ enrolments; ● provision of appropriate ● reports to managers. Administrative systems provide a helpful service to learners, e.g. computer printout of credits achieved; regular updates on usage of time.				

SECTION 4

OPERATIONAL PLANNING PRO FORMAS

AUDIT AND ACTION PLAN

Topic area and statement	Whole college	Department/ faculty	Unit	Course team	Other
	Date:				

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date

EXAMPLE OF A COMPLETED AUDIT AND ACTION PLAN SHEET

MARKETING AND OUTREACH The college will need to develop pro-active marketing and outreach capability in order to: ● obtain and respond to local labour market intelligence ● compete effectively within the adult training market ● respond to individual training plans	Whole college	Department/ faculty	Unit	Course team	Other
	V				
	Date:	APRIL 1992			

Audit question	Evidence/performance indicators - examples:	Current profile (yes, no, comment)	Action plan		
			Action needed	Person responsible	Target date
1. Is the college committed to providing access to learning and accreditation for all sections of the community?	Mission statement Development plan/strategic plan Monitoring, e.g. ability to identify sections of the community **not** currently seeking access to learning and qualifications or who are under-represented, possibly by comparing student profile with community profile	Yes but weak Yes but limited Not community related	Redraft Mission Statement } to be New strategic plan } submitted to governing body	Principal	1/9/92
			Profile of college population to be drawn up and compared to community profile	Marketing manager	1/7/92
2. Does the college employ pro-active marketing strategies?	Marketing plan covers all sectors of community, e.g. schools	Yes Yes			
	employers - including in-company APL/A	Not APL/A	Carry out a feasibility study of providing APL/A in company: a) for Business Administration	NVQ Coordinator	1/9/92
	adults - through readily available information, perhaps in high street shops, mobile centres, etc.	Yes	b) for all current NVQs		1/12/92
	and by providing a guidance service.	No – discussions underway with TEC	Report on current status of discussions with TEC	Head of Continuing Education	1/6/92

BEST COPY AVAILABLE

CO-ORDINATING DEVELOPMENTS FORM

In order for colleges to become more flexible and accessible, it is important to recognise the interdependence and synergy between the different priorities for action. The purpose of this form is to help you co-ordinate and synchronise developments across a broad front.

HOW TO USE THIS FORM:

1. Review completed **AUDIT AND ACTION PLAN** in order to highlight developments which need to be co-ordinated.
2. Use this form to help you align related developments.

ACTION POINT	TARGET DATE	ACTION POINT	TARGET DATE	ACTION POINT	TARGET DATE	ACTION POINT	TARGET DATE

EXAMPLE OF A COMPLETED CO-ORDINATING DEVELOPMENTS FORM

In order for colleges to become more flexible and accessible, it is important to recognise the interdependence and synergy between the different priorities for action. The purpose of this form is to help you co-ordinate and synchronise developments across a broad front.

HOW TO USE THIS FORM:
1. Review completed **AUDIT AND ACTION PLAN** in order to highlight developments which need to be co-ordinated.
2. Use this form to help you align related developments.

ACTION POINT	TARGET DATE	ACTION POINT	TARGET DATE	ACTION POINT	TARGET DATE	ACTION POINT	TARGET DATE
Year-round initial guidance and counselling service.	July 1993	Availability of initial diagnostic assessment by specialist (subject/voc.) staff. Flexible working year agreement with teaching staff. Explore availability of self-help diagnostic packages. Staff development programme for assessment of competence, working with adults, etc.	July 1993 By Sept. 1992 1992-1993 April 1992 to April 1993	Examine the implications of year-round opening for support services, e.g. cleaning catering	Spring 1992	Conduct a curriculum audit to ascertain availability of year-round provision. Curriculum development plan: modularisation; development of assessment and learning materials	Spring 1992 April 1992 to July 1993

OPERATIONAL ACTION PLAN

TARGET (What do you aim to achieve?)		BY WHOM	

ACTION	BY WHOM	TIMING	RESOURCES REQUIRED	PERFORMANCE INDICATORS How will you know you have achieved your target?

SECTION 5

SOME RELEVANT FEU PUBLICATIONS

MARKETING AND OUTREACH

Developing a marketing strategy for adult and continuing education (1990)

Drawing on experience - REPLAN Projects Review (FEU/NIACE, 1990)

Education guidance and curriculum change (1990)

Flexible colleges - access to learning and qualifications in further education: Part 1 - Priorities for action (1991)

The outreach college - design and implementation (1989)

THRESHOLD SERVICES

Drawing on experience - REPLAN projects review (FEU/NIACE, 1990)

Education guidance and curriculum change (1990)

Educational guidance for adults - identifying competences (FEU/UDACE 1991)

Face to face (Inter-agency Guidance Networks) (1990)

Implications of contrasting objectives for the unemployed (1989)

Personal guidance bases (bulletin) (1988)

Progression for unemployed adults in open colleges (1989)

Skills assessment and vocational guidance for the unemployed (1989)

Training and development - an evaluation of Docklands SKILLNET quick start initiatives (1989)

BARRIERS TO ACCESS AT THE THRESHOLD

Access to FE for black adults (1989)

Educational guidance - new responses for inner cities (1989)

Equal opportunities (gender) - policy and practice in colleges of FE (1989)

Implementing equal opportunities: language and image guidelines (1989)

Supporting the unemployed in further education (1989)

Towards a Non-Racist Curriculum (1991)

LEARNING

Assessing experiential learning (1987)

The core skills initiative (bulletin) (1990)

Drawing on experience - REPLAN Projects Review (FEU/NIACE, 1990)

Flexible colleges - access to learning and qualifications in further education: Part 1 - Priorities for action (1991)

Individuality in learning (1990)

Learning by doing - a guide to learning methods (1988)

Learning workshops (1987)

Relevance, flexibility and competence (1987)

Training for leisure: flexible training packages for operatives in leisure-related industries (Part 2) (1990)

Working with young adults in a multicultural context (1989)

FLEXIBLE ACCESS TO ASSESSMENT AND ACCREDITATION

Briefing Notes (NVQs) for Further Education:
Administrative, Business and Commercial (ABC) (1990)
Hairdressing Briefing Notes (forthcoming)
Retail (1990)
Retail Note, update: Retail levels 3 and 4 (forthcoming)

Construction NVQs and implications for colleges (forthcoming)

Engineering, NVQs and FE (forthcoming)

Flexible colleges - access to learning and qualifications in further education : Part 1 - Priorities for action (1991)

GEST guidance bulletin - training for NVQs (1991)

Implementing NVQs in FE (forthcoming)

Implications of competence-based curricula

Institutionalising open access to assessment for NVQs (NCVQ/FEU, 1990)

NVQs and learners with special needs (1990)

Work-based assessment (forthcoming)

Drawing on experience - REPLAN Projects Review (FEU/NIACE, 1990)

Evaluating staff development (RP575) (forthcoming)

Flexible colleges - access to learning and qualifications in further education: Part 1 - Priorities for action (1991)

Implementing multicultural and anti-racist education in mainly white colleges (1991)

Institutionalising open access to assessment for NVQs (NCVQ/FEU, 1990)

Marketing education bulletin no.5: A whole college approach to marketing special needs (1990)

Perceptions of special needs in FE (1990)

Planning FE - equal opportunities for people with disabilities or special education needs (1990)

Quality education and training for the unemployed: a manual for planners and managers in FE (FEU/NIACE/REPLAN, forthcoming)

Towards an educational audit (1989)

Training and Enterprise Councils: Partnerships and action (1990)

FURTHER EDUCATION UNIT

Objectives

The objects for which the **Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;

b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;

c) to carry out studies in further education and to support investigations of and investigations in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;

d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.

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